

Elementary and Secondary Education Act as Reauthorized by the No Child Left Behind Act of 2001

Adequate Yearly Progress (AYP)

2008-09 School Year

Topics

AYP-Adequate Yearly Progress

- Processes
- Indicators
- Student Groups
- AMO-Annual Measurable Objective
 - Thresholds
 - Exclusions
- 2008-2009 Outcomes
- NCLB Report Card
- AIM
- Important Dates

AYP Determination Overview

- There are three processes used to make determinations.
 - Calculated Process
 - Small Schools Accountability Process (SSAP)
 - Feeder Schools Process

What determines which process is used?

- The process used for a given school/district is determined by the following factors :
 - *# tested and included in proficiency calculations or annual measurable objective (AMO)*
 - *Whether any tested grades are served*

Calculated Process

- Meet Minimum “N” size of 30 for all tested students combined
- At Least 95% Participation Rate (minimum “N” size of 40)
- Meet or make improvement toward 80% attendance rate (elementary level) or Graduation Rate (high school level)
- Evaluated and reported in the following groups:
 - All Students combined
 - American Indian, Asian, Hispanic, Black, Pacific Islander, White
 - Economically Disadvantaged
 - Students with Disabilities
 - Limited English Proficient
- 57% of Montana’s public schools are evaluated using this method
- For 2009, these schools enrolled 94% of all students tested

Academic Indicators- Reading and Math Annual Measurable Objectives (AMOs)

- To make the academic indicator, the percentage of full academic year students who scored at or above proficient in reading and math on the criterion-referenced test, plus a 95% confidence interval (CI) must be greater than or equal to the AMO for all student groups meeting minimum "n" size requirements.

Who is excluded from academic indicator calculations?

- Students identified as new to the school (NSAY) for school-level determinations.
- Students identified as new to the district (NDAY) for district-level determinations.
- Students reported as First Year LEP, foreign exchange, and students not enrolled including homeschoolers, enrolled part-time, private accredited, and private non-accredited

Calculated Process

Reading & Math Proficiency Scores

For 2009, reading and math proficiency scores were determined by calculating the percent of students that scored at or above proficiency. The AMO targets for reading were 83% and math were 68%.

Montana Criterion-referenced Test
Montana CRT Alternate Assessment

Participation Rates

- NCLB requires that 95% of students be tested in all subgroups.
- Flexibility surrounding participation rates allows for averaging data up to three years.

Test Performance-Level Definitions

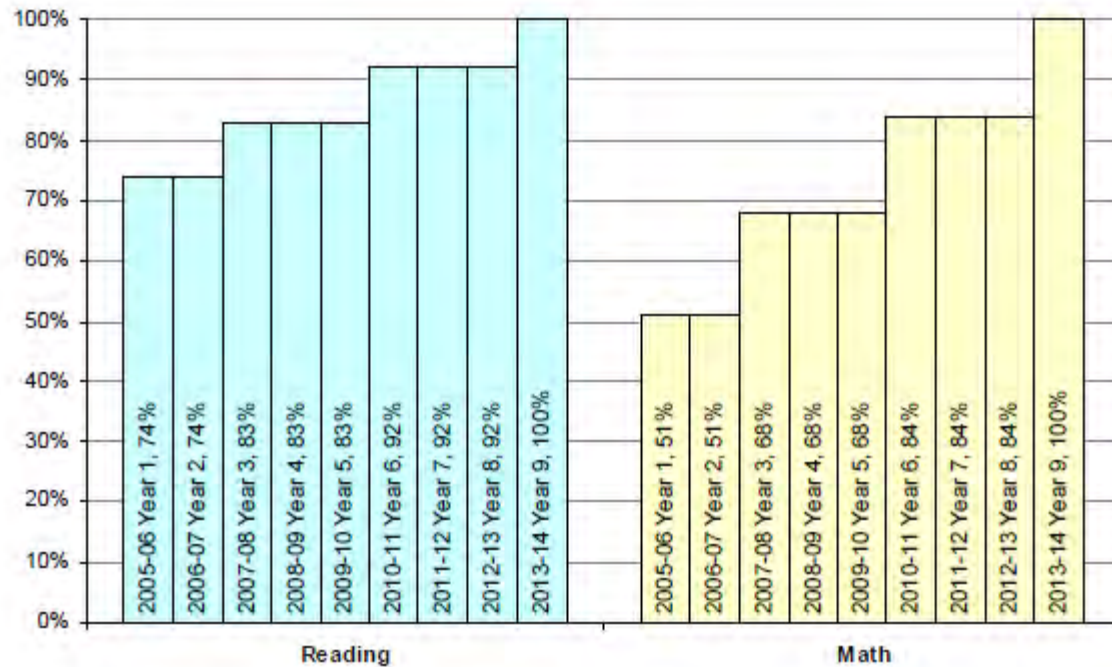
Advanced – denotes superior performance

Proficient – denotes solid academic performance for each benchmark

Near Proficiency – denotes the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark

Novice – denotes that the student is beginning to attain the Prerequisite knowledge and skills that are fundamental for work At each benchmark

Montana Annual Measurable Objective Trajectory



Calculated Process Additional Academic Indicators

- Attendance rate for public elementary schools/districts (includes elementary, 7-8's, middle schools).
- Graduation rate for public secondary schools/districts.
- The All Students Combined group meeting minimum N requirement (30), must meet 80% goal or make improvements towards goal to make the additional academic indicator.

Calculated Process 2% Rule Flexibility

- The U.S. Department of Education allows for states without modified achievement standards.
- Applies only to schools or districts that did not make AYP based solely on their “Students with disabilities” not meeting reading and/or math AMO’s.

Calculated Process 99% Confidence Interval “Filter”

- The 99% Confidence Interval “Filter” states that those schools and districts that did not make AYP using the calculated method, but made their reading and math AMO’s using a 99% confidence interval, be allowed to be evaluated “holistically” through the Small Schools Process.

Calculated Process Safe Harbor Provision

- The Safe Harbor Provision allows for subgroups that fail to reach the AMO target to make AYP if there was a 10% decrease in the percentage of students below proficient from the prior year.

Small Schools Process

- NCLB allows a small schools process for determining AYP when there are fewer than 30 students for “All Students Combined”
- 42% of Montana’s public schools are evaluated using this method
- For 2009, these small schools enrolled 6% of all students tested
- Due to small enrollments, the trend data for student achievement in small schools is not statistically valid.
- To address this concern, Montana developed the Small Schools Process, which uses multiple measures including analysis over time for achievement and improvement and yearly effectiveness reports with goals, action plans, and professional development activities.

Small Schools Accountability Process (SSAP) Overview

- Data sets evaluated in 2009
 - CRT scores and participation rates
 - Additional academic indicator performance (attendance or graduation rate)
 - Review of school/district Effectiveness Report

Feeder Schools Process Overview

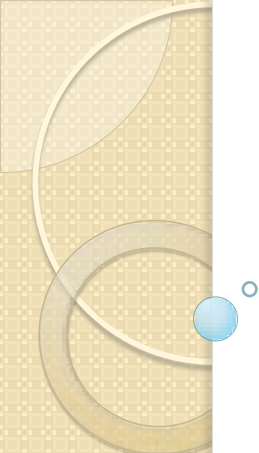
- Schools that do not serve any of the tested grades (e.g. PK-2 grade span).
- Feeder schools receive the AYP status of the school into which their students feed, also called receiving school.

Overview of AYP Statuses

- Statuses assigned to indicators and overall, depend on whether school/district receives Title I funds.
- For a school/district to be “Identified for Improvement”, must miss AYP in the same subject area at least two years in a row.
- Once in improvement, a school/district must meet targets for indicator at least two years in a row to get out of “improvement.”

AYP Appeals Process

- All schools and districts are given proposed AYP status and a review period in which they can appeal.
- The school/district must provide evidence to support the challenge to OPI.
- OPI reviews appeals and makes a final AYP determination.



Section 2.1- State-level AYP Determinations 2008-09 School Year



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State-level AYP Determination

- 140,661 students enrolled for testing window enrollment count (PK-12).
- 71,370 students tested and in the AMO calculations

State-level AYP Determination

- State of Montana went into Improvement Status- Year 6.
 - Missed Reading AMO for:
 - All
 - Amlnd
 - Hisp
 - Black
 - Disab
 - FR
 - LEP
 - Missed Math AMO for:
 - All
 - Amlnd
 - Hisp
 - Black
 - Disab
 - FR
 - LEP

State-level AYP Determination

Group	% Prof Reading	Reading Part Rate	% Prof Math	Math Part Rate	Attendance Rate	Graduation Rate
All students	82	100	64	100	94	83
White	86	100	68	100	NA	NA
Black	81	100	56	100	NA	NA
Hispanic	77	99	54	100	NA	NA
Native Hawaiian or Pacific Islander	88	99	75	99	NA	NA
Am. Indian/Alaskan Native	61	99	38	99	NA	NA
Asian	87	100	78	100	NA	NA
Economically Disadvantaged	72	100	51	99	NA	NA
Limited English Proficient	35	98	21	99	NA	NA
Students with Disabilities	48	99	28	99	NA	NA

Targets:

83%

95%

68%

95%

80%

80%



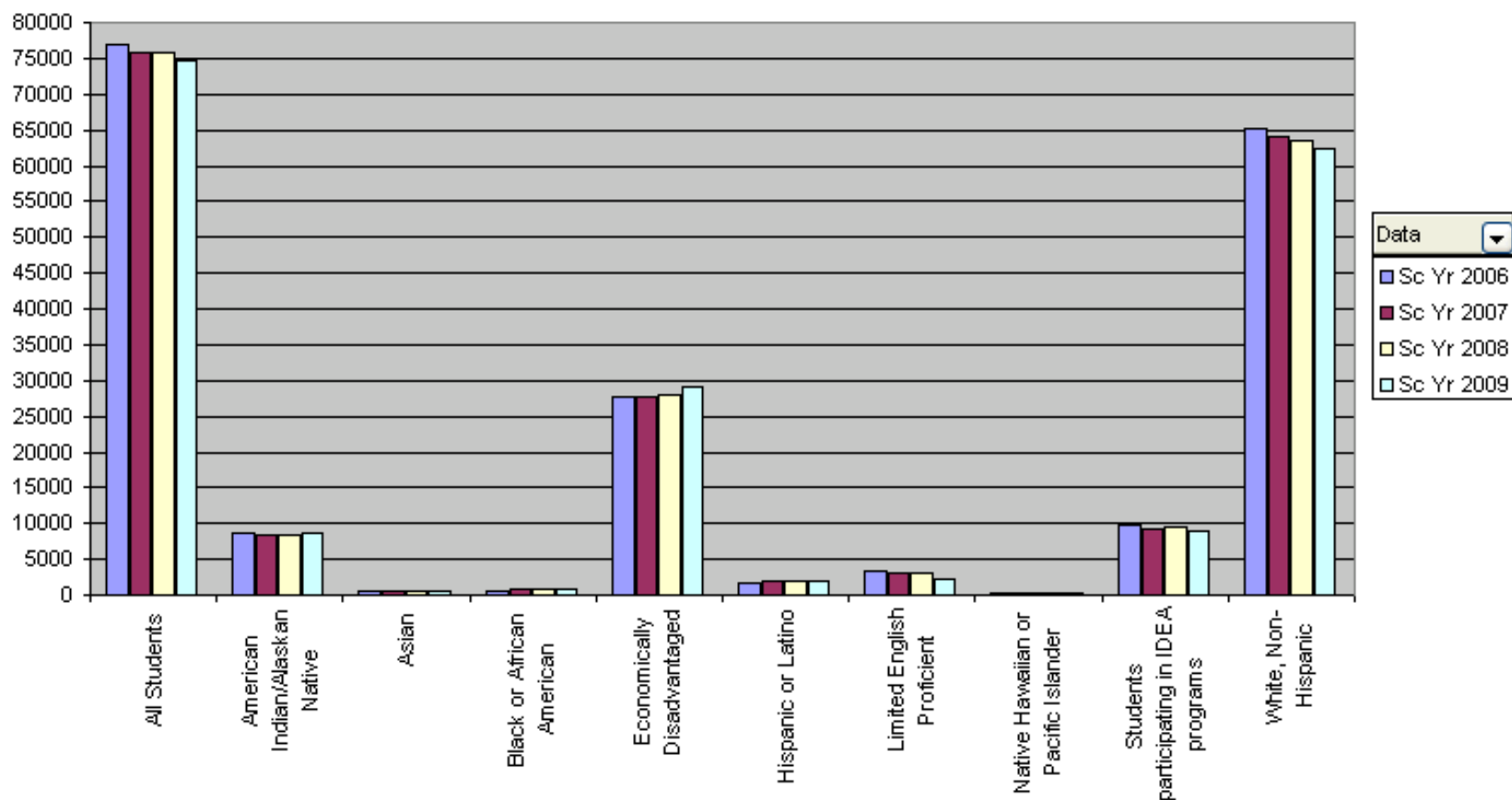
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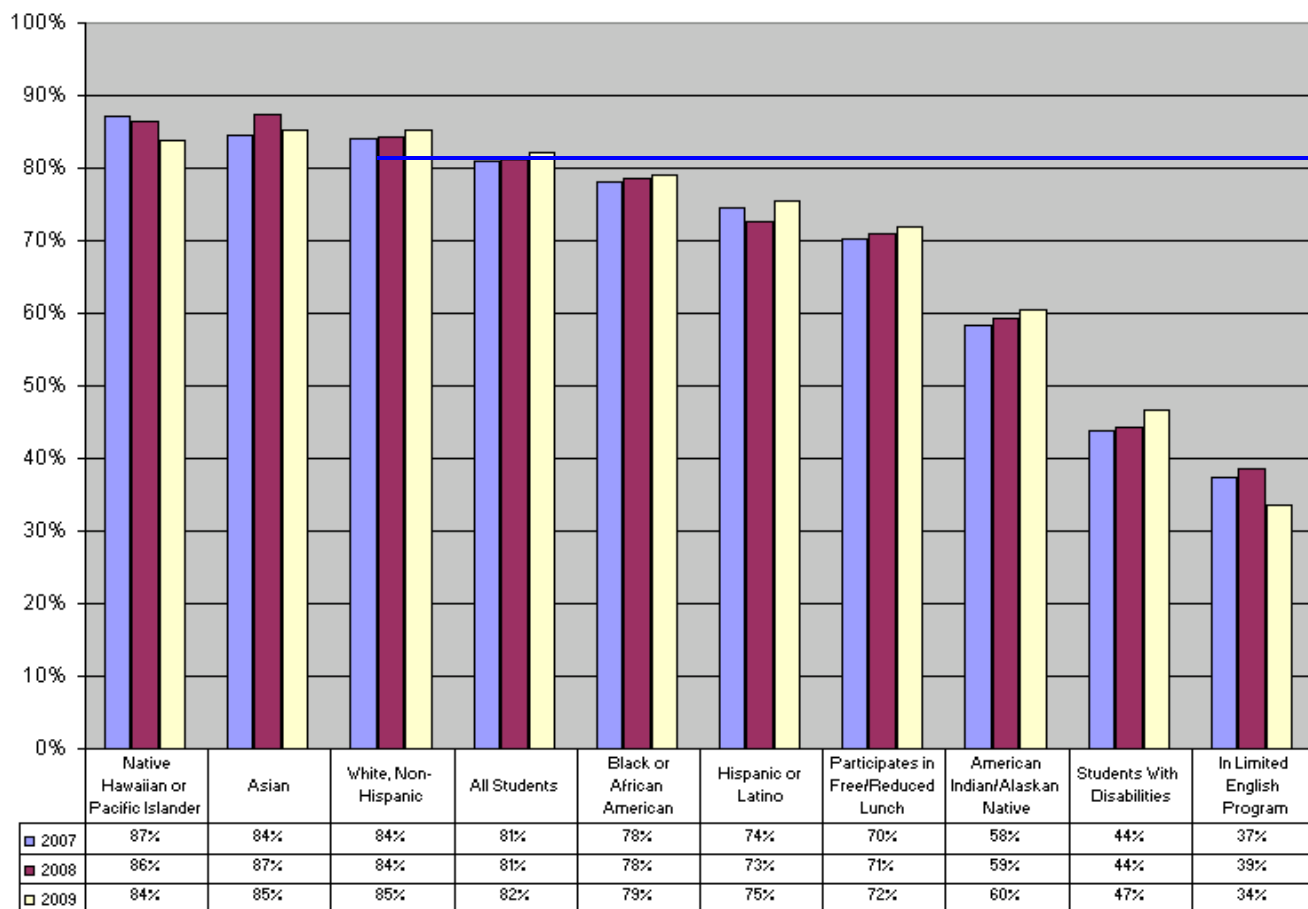
Printed on 2/5/2010

orgType STATE subject Reading grade 0

Sum of total Count



State-level Reading Proficiency Scores Three-year Trend by Student Group

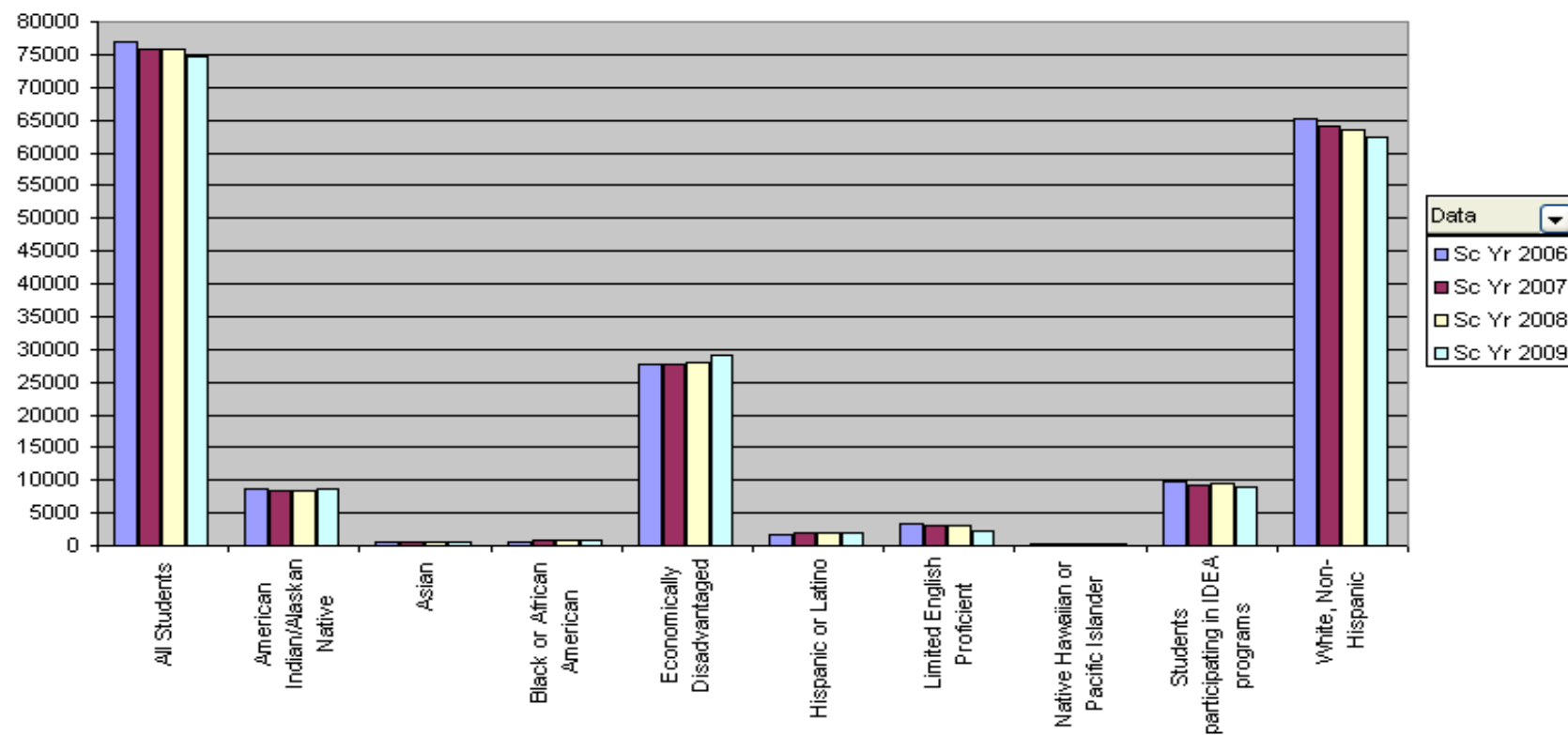


2008-09
Reading
Target = 83%

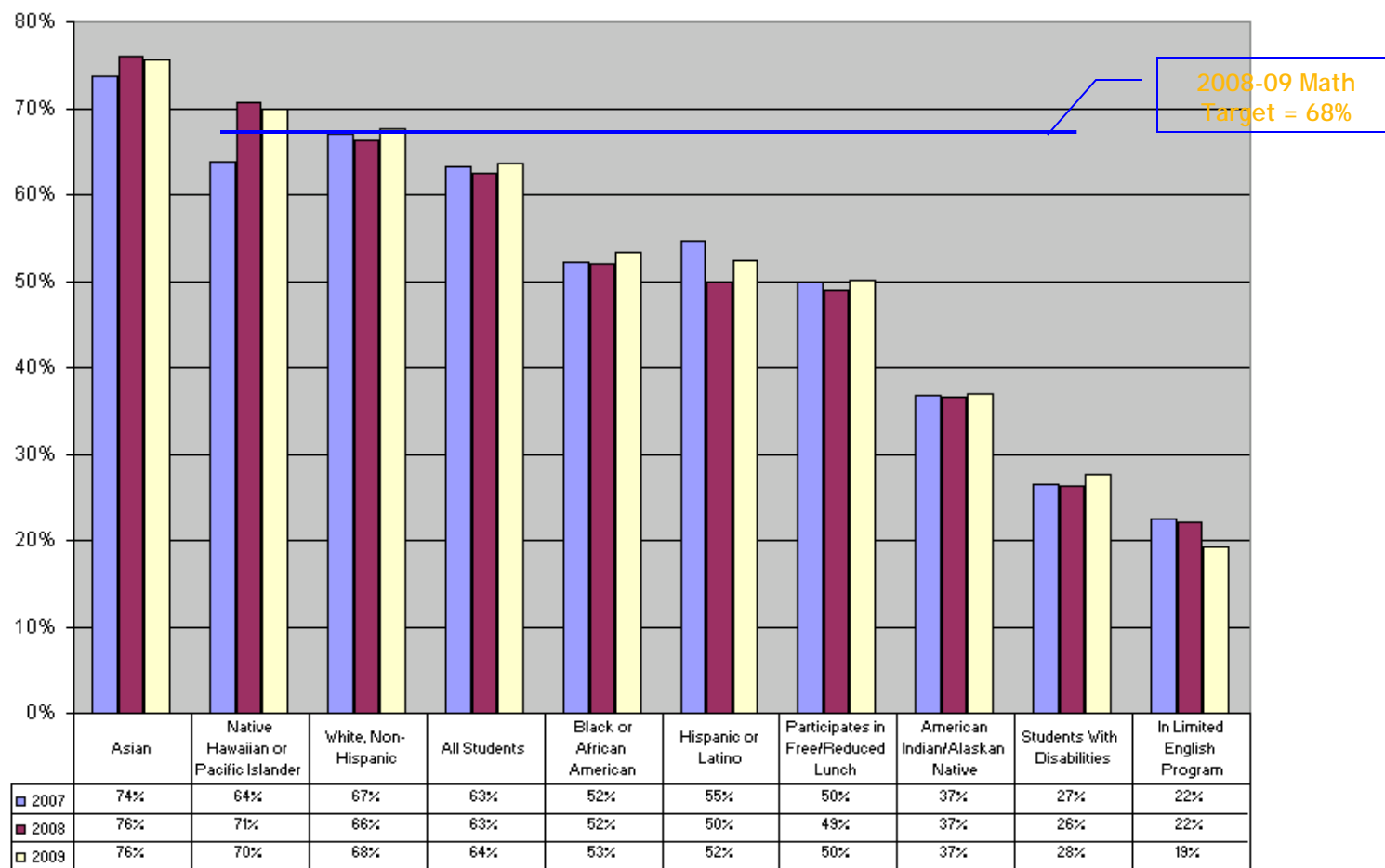
The "All Students", "White", "Black or African American", "Hispanic or Latino" Participants in Free/Reduced Lunch, "American Indian/Alaskan Native, and "Students with Disabilities" groups showed gains in reading proficiency scores between the 2007-08 and 2008-09 school years.

orgType STATE subject Math grade 0

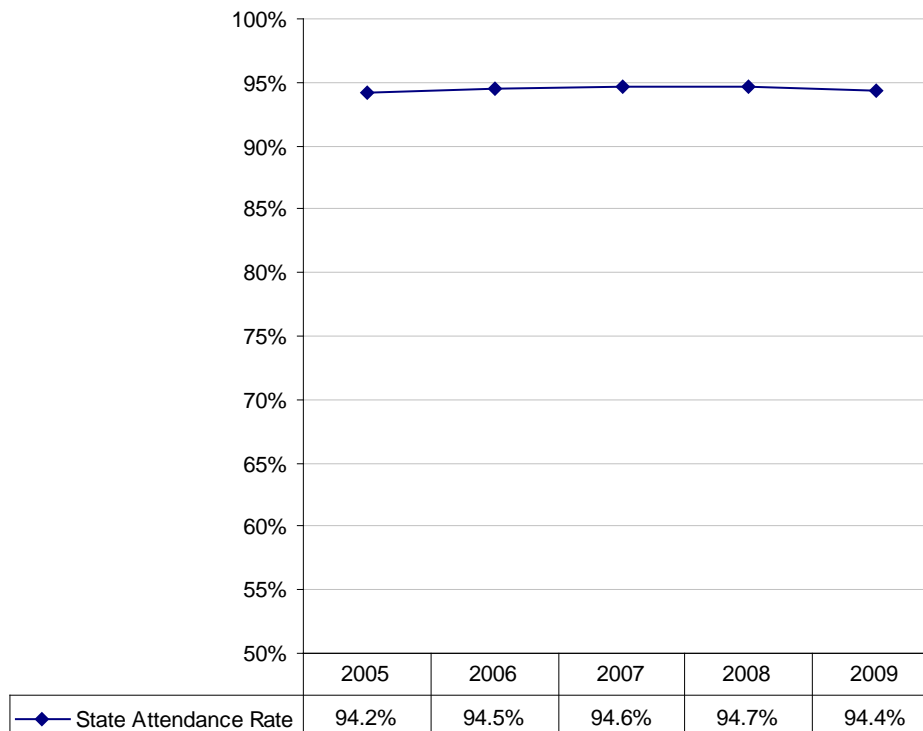
Sum of total Count



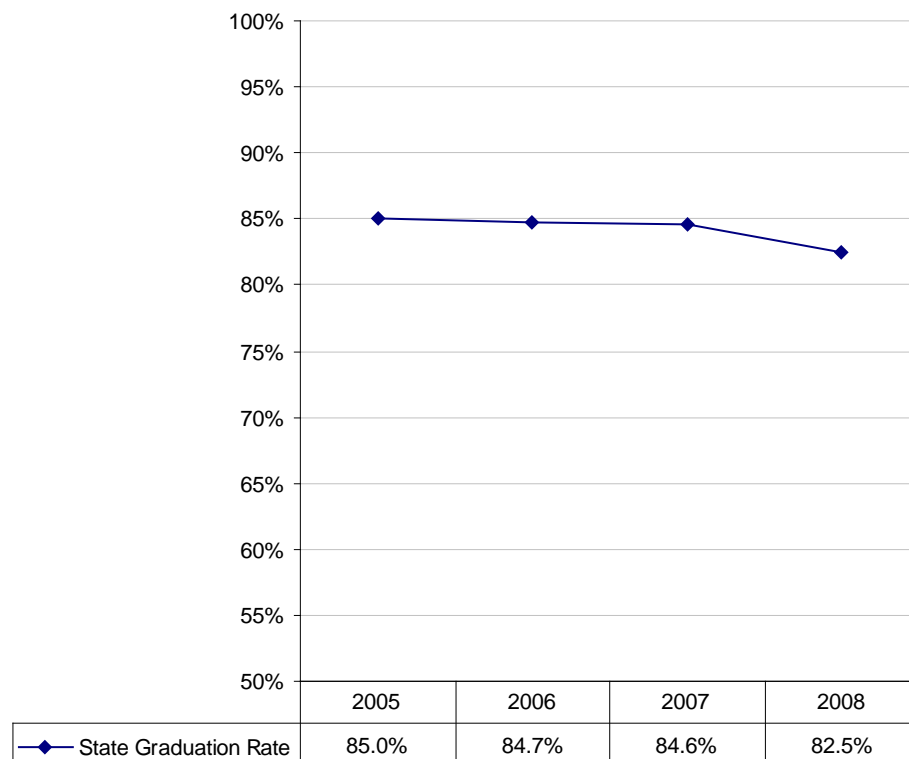
State-level Math Proficiency Scores Three-year Trend by Student Group



State-level Attendance Rate Trend



State-level Graduation Rate Trend



Section 2.2- School-level AYP Determinations



Section 2.2.1- School-level AYP Determinations

- 823 schools were evaluated for Adequate Yearly Progress (AYP) for the 2008-09 School Year
- Of those:
 - 603 Made AYP (73.3%)
 - 216 Did Not Make AYP (26.2%)
 - 4 Received an NA status due to structure change (0.5%)

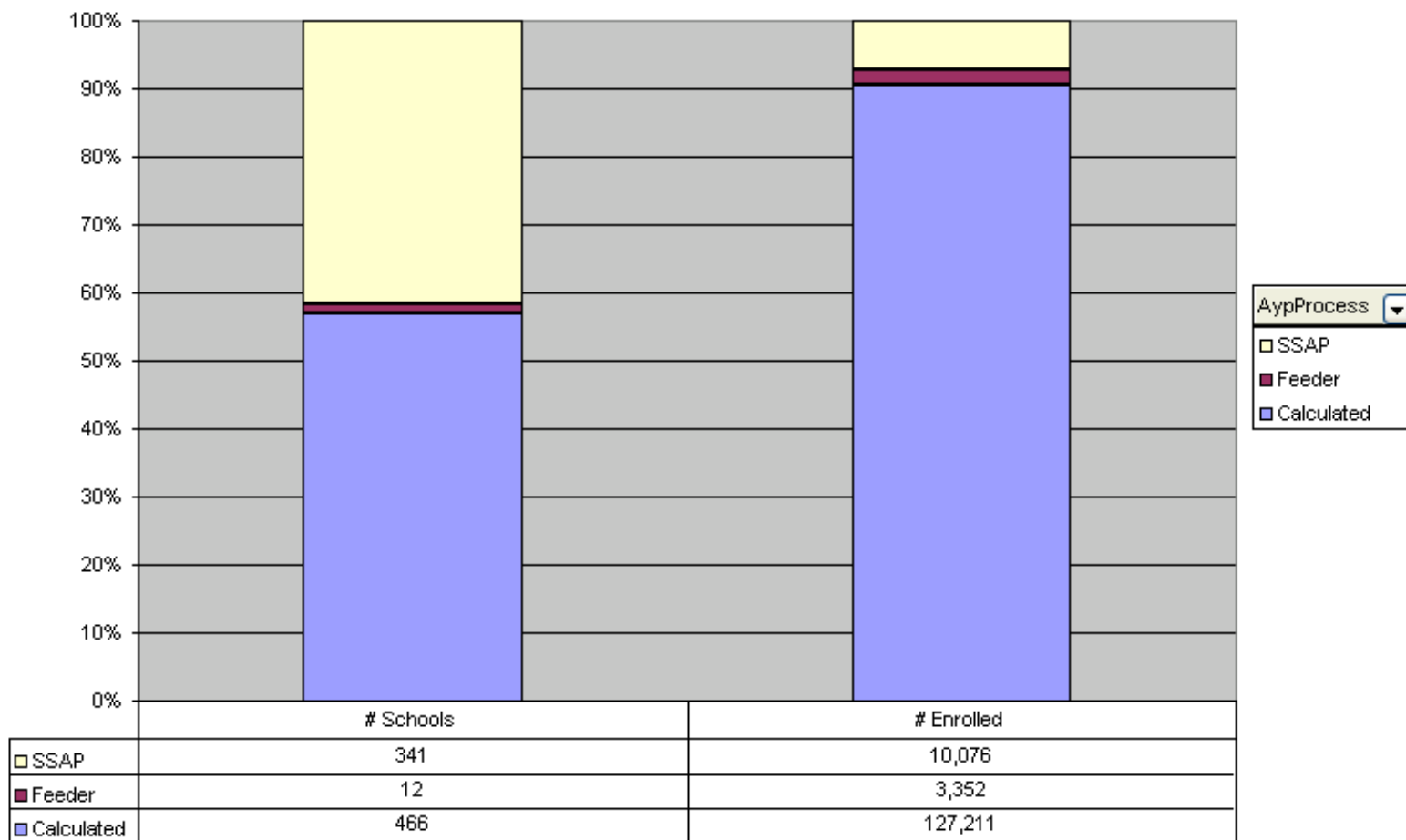
Schools in Improvement

- 73 schools “Identified for Improvement” in 2008. Of those:
 - 4 Made AYP in 2009
 - 1 HImYr1
 - 1 HImYr2
 - 1 HCYr1
 - 1 into HRYr6
 - 69 Did not make AYP and remained in improvement.
- 78 additional schools went into improvement (ImYr1).
- Total of 151 schools “Identified for Improvement” for 2009 (18.3%).
 - NOTE~ Includes HImYr1, HImYr2, HCYr1, HRYr6

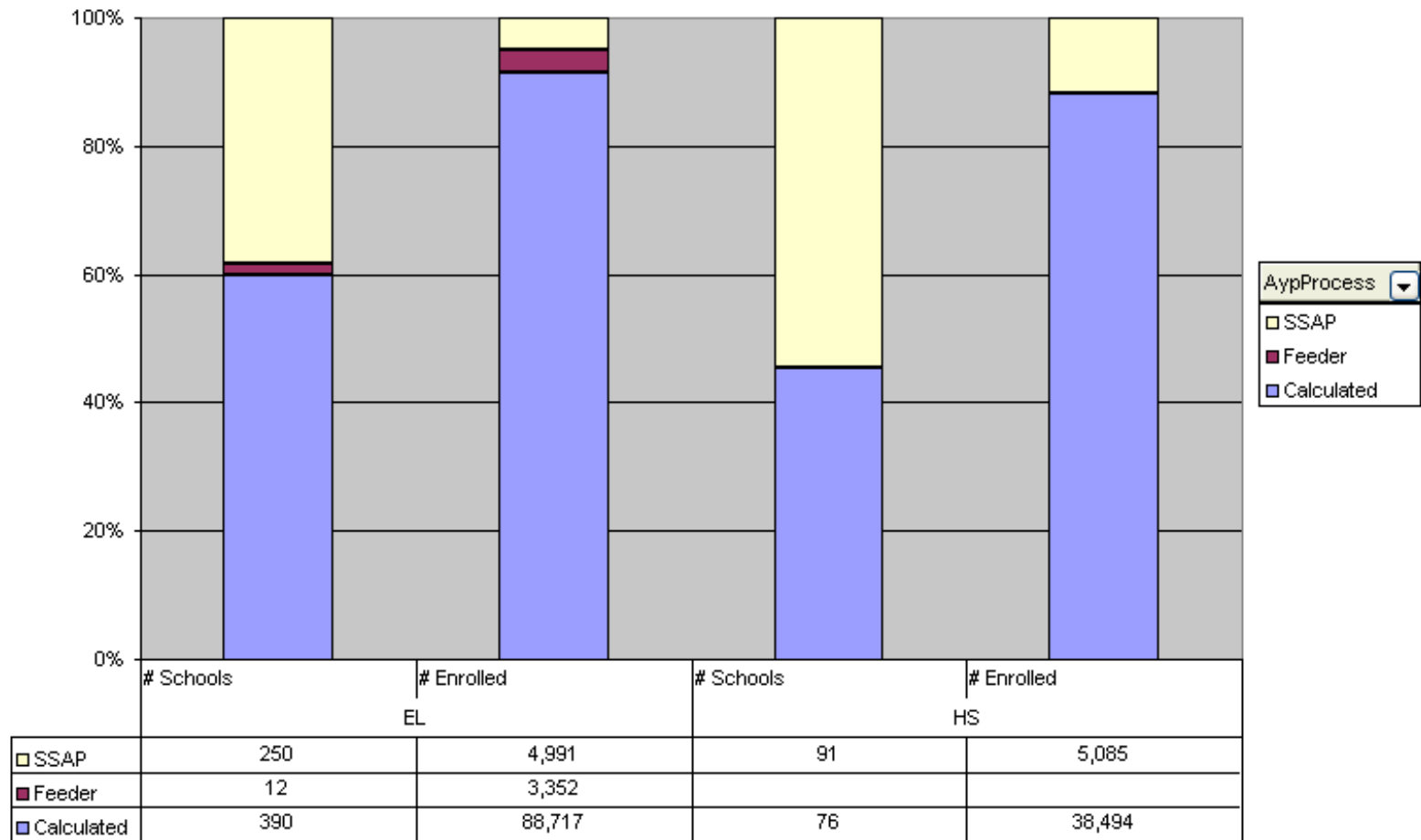
School-level Processes for Determining AYP

- School-level determinations made using one of the following processes:
 - Calculated Process
 - 466 schools (56.6%)
 - Small Schools Accountability Process (SSAP)
 - 345 schools (41.9%)
 - Feeder Schools Process
 - 12 schools (1.5%)

School-level Processes for Determining AYP



School-level Processes for Determining AYP by Grade Span



Section 2.2.2- School-level Calculated Process

- 466 schools evaluated using Calculated Process
- Of those:
 - 281 Made AYP (60.3%)
 - 185 Did Not Make AYP (39.7%)
- 126 schools of 466 “Identified for Improvement” (27%)

Section 2.2.3

School-level SSAP

- 345 were evaluated using Small Schools Accountability Process (SSAP)
- Of those:
 - 318 Made AYP (92.2%)
 - 23 Did Not Make AYP (6.7%)
 - 3 Received an NA status due to structure change (1.2%)
- 18 schools of 345 “Identified for Improvement” (5.2%)

School-level Feeder School Process

- 12 were evaluated using Feeder School Process
- Of those:
 - 4 Made AYP (33.3%)
 - 8 Did Not Make AYP (66.7%)
- 7 schools of 12 “Identified for Improvement” (58.3%)

Section 2.2- District-level AYP Determinations



Section 2.3.1- District-level AYP Determinations

- 420 districts were evaluated for AYP for the 2008-09 School Year
- Of those:
 - 284 Made AYP (67.6%)
 - 134 Did Not Make AYP (31.9%)
 - 2 Received an NA status due to structure change (0.5%)

Districts in Improvement

- 58 districts “Identified for Improvement” in 2008. Of those:
 - 6 Made AYP in 2009
 - 1 Made AYP
 - 4 HImYr1
 - 1 HCYr7
 - 52 Did not make AYP and remained in improvement.
- 43 additional districts went into improvement (ImYr1).
- Total of 100 districts “Identified for Improvement” for 2009 (23.8%).
 - NOTE~ Includes HImYr1, HCYr7

District-level Processes for Determining AYP

- District-level determinations made using one of the following processes:
 - Calculated Process
 - 259 districts (61.7%)
 - Small Schools Accountability Process
 - 161 districts (38.3%)

Section 2.3.2- District-level Calculated Process

- 259 districts evaluated using Calculated Process
- Of those:
 - 134 Made AYP (51.7%)
 - 125 Did Not Make AYP (49.3%)
- 94 districts of 259 “Identified for Improvement” (36.3%)

Section 2.3.3- District-level SSAP

- 161 districts evaluated using SSAP
- Of those:
 - 150 Made AYP (93.2%)
 - 9 Did Not Make AYP (5.6%)
 - 2 Received an NA status due to structure change (1.2%)
- 6 districts of 161 “Identified for Improvement” (3.7%)

"No Child Left Behind Report Card"

Required By the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001

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reported to the Office of Public Instruction by

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Information is provided on student academic performance for math and reading tests; the "adequate yearly progress" status of schools and districts; classes taught by highly qualified teachers; attendance, graduation and enrollment; emergency authorization of employment; and improvement status of schools. Also, please note the link below to the Montana results for the National Assessment of Educational Progress (NAEP).

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Report Type: Academic Indicator by Grade & Subject ▼

Report Level: State ▼

District: Choose a District if the Report Level is 'District' ▼

School: Choose a School if the Report Level is 'School' ▼

Year: 2008-2009 ▼

Grade: All Grades Combined ▼

(Only applies to the "Academic Indicator by Grade & Subject"



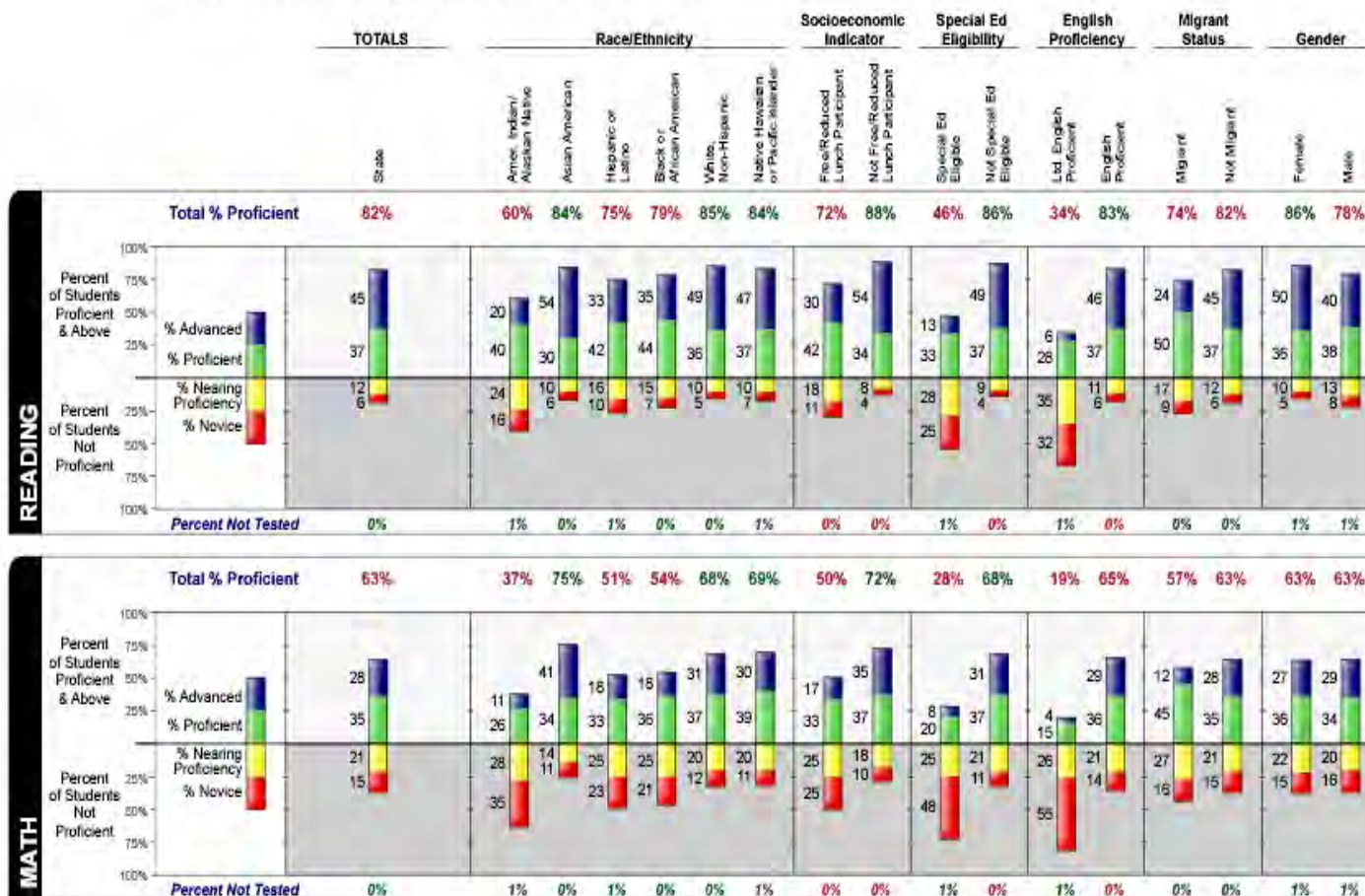
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Montana

2008-2009 School Year

Criterion-Referenced Test Score Summaries - All Grades Tested



* Note: Statistics not reported for student groups of fewer than 10 students.
Percentages within student groups may not add up to 100% because of rounding.



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Report Type: Adequate Yearly Progress

Report Level: State

District: Choose a District if the Report Level is 'District'

School: Choose a School if the Report Level is 'School'

Year: 2008-2009

Grade: All Grades Combined

(Only applies to the "Academic Indicator by Grade & Subject" report)

Name	Level	Overall	Reading	Math	Attendance	Graduation
State of Montana	State	6th Year Identified for Improvement	6th Year Identified for Improvement	6th Year Identified for Improvement	Made AYP	Made AYP

Group	% Prof Reading	Reading Part Rate	% Prof Math	Math Part Rate	Attendance Rate	Graduation Rate
All students	82	100	64	100	94	83
White	86	100	68	100	NA	NA
Black	81	100	56	100	NA	NA
Hispanic	77	99	54	100	NA	NA
Native Hawaiian or Pacific Islander	88	99	75	99	NA	NA
Am. Indian/Alaskan Native	61	99	38	99	NA	NA
Asian	87	100	78	100	NA	NA
Economically Disadvantaged	72	100	51	99	NA	NA
Limited English Proficient	35	98	21	99	NA	NA
Students with Disabilities	48	99	28	99	NA	NA



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Year:

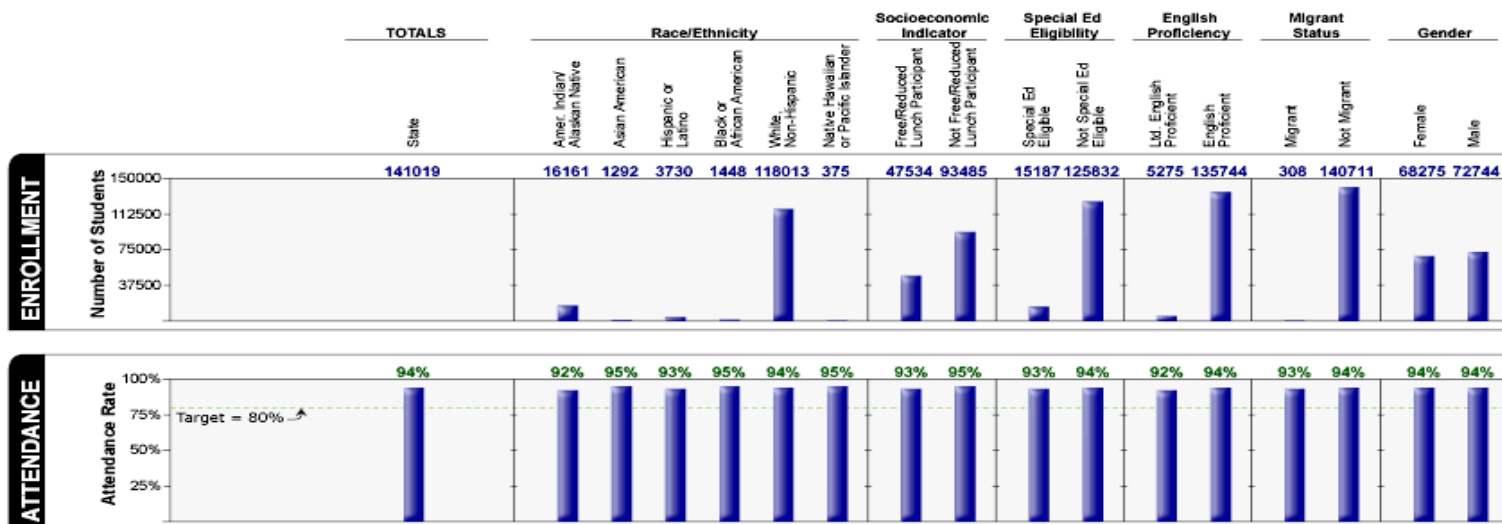
Grade:

(Only applies to the "Academic Indicator by Grade & Subject" report)

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Other Indicators



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Report Type:

Report Level:

District:

School:

Year:

Grade:

(Only applies to the "Academic Indicator by Grade & Subject" report)

Name	Level	Teacher Qualifications	Total Classes	% Total Classes	Classes in High Poverty Schools	% Classes in High Poverty Schools	Classes in Low Poverty Schools	% Classes in Low Poverty Schools	Classes in Mid-Range Poverty Schools	% Classes in Mid-Range Poverty Schools
State OF Montana	State	Highly Qualified	19665	98.2%	3438	17.2%	5673	28.3%	10554	52.7%
		Not Highly Qualified	357	1.8%	145	0.7%	41	0.2%	171	0.9%
		Total	20022	100%	3583	17.9%	5714	28.5%	10725	53.6%



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Report Type:

Report Level:

District:

School:

Year:

Grade:

(Only applies to the "Academic Indicator by Grade & Subject" report)

Level	District #	District Name	School #	School Name	Description
STATE	0000	All Districts	0000	All Schools	State Fte represented by Emergency Authorizations is 3.915 out of 10650 for the State, which is 0.04% of the total Fte for the State of Montana.



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Grade:

(Only applies to the "Academic Indicator by Grade & Subject" report)

Improvement Status Information, School Year 2008-2009

A school or district is in improvement status if they failed to make adequate yearly progress (AYP) for two consecutive years. AYP is measured using Montana's required 4th, 8th, and 11th grade reading and math test scores, participation, attendance, and graduation rates. Each school's test scores are divided into 10 student groups based on race/ethnicity, free/reduced meal participation, students with disabilities, and limited English proficiency.

Name	District	Code	Level	Overall
State of Montana	All Districts	0000	State	6th Year Identified for Improvement
State of Montana	All Districts	0000	State	151 Schools in Improvement state wide, out of 819 schools. Which is 18.4%



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Report Type: Two-Year Trend Analysis ▼

Report Level: State ▼

District: Choose a District if the Report Level is 'District' ▼

School: Choose a School if the Report Level is 'School' ▼

Year: 2008-2009 ▼

Grade: All Grades Combined ▼

(Only applies to the "Academic Indicator by Grade & Subject")

Two Year Trend, School Year 2007-2008/2008-2009

The display below shows the most recent two-year trend data in student achievement for reading and math for each grade tested. The reading and math categories are represented by the percentages at or above proficient.

Name	Org Type	Grade	Year	Reading	Math
Montana	STATE	3	2008	84	63
Montana	STATE	3	2009	84	66
Montana	STATE	4	2008	79	67
Montana	STATE	4	2009	81	67



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Montana's No Child Left Behind Report Card (NCLB)

Welcome to Montana's "No Child Left Behind Report Card". The "Report Card" is required by the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001. The information is helpful in determining how Montana schools and districts are meeting the requirements of this federal legislation. It should not be considered a comprehensive report on the quality of education provided by any Montana school or district.

The Montana Office of Public Instruction strongly recommends interested parents or citizens take the time to visit with their local trustees and educators to gain a more complete understanding of the schools within their community.

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Adequate Yearly Progress

The following report the status of all Montana schools and districts in meeting the federal requirements of the No Child Left Behind Act:

[2009 Summary of Schools and Districts AYP Statistics:](#) This file provides a summary of All Montana Schools and Districts

[All Montana Public Schools:](#) This file provides a list of the status of all Montana schools meeting the "adequate yearly progress" (AYP) requirements of the federal "No Child Left Behind" Act

[All Montana Public School Districts:](#) This file provides a list of the status of all Montana school districts in meeting the "adequate yearly progress" (AYP) requirements of the federal "No Child Left Behind" Act

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2009 Summary of Schools and Districts AYP Statistics Page 1

Montana Office of Public Instruction									
Summary of 2009 Final AYP Determinations									
Current as of 3/25/2010									
School-level Determinations									
	Total	% of Total	% in Each Process	# Tested	% of Total Tested in the State	% of Tested in Process	# Enrolled	% of Total K-12 Enrollment in the State	% of Enrollment in Process
All Schools	823			71,370			140,661		
Total Made AYP (Includes Holding Status)	603	73.3%	—	33,989	47.6%	—	63,172	44.9%	—
Made AYP (Not in Improvement)	599	72.8%	—	33,351	46.7%	—	62,291	44.3%	—
Holding at Improvement Year 1	1	0.1%	—	41	0.1%	—	180	0.1%	—
Holding at Improvement Year 2	1	0.1%	—	465	0.7%	—	485	0.3%	—
Holding at Corrective Action Year 1	1	0.1%	—	70	0.1%	—	72	0.1%	—
Holding at Restructuring Year 6	1	0.1%	—	32	0.0%	—	144	0.1%	—
Not Applicable	4	0.5%	—	11	0.0%	—	22	0.0%	—
Did Not Make AYP	216	26.2%	—	37,400	52.4%	—	77,467	55.1%	—
1st Year did not make AYP (Watch List)	69	8.4%	—	11,095	15.5%	—	20,435	14.5%	—
1st Year Identified for Improvement	78	9.5%	—	13,287	18.6%	—	29,150	20.7%	—
2nd Year Identified for Improvement	18	2.2%	—	4,757	6.7%	—	12,901	9.2%	—
3rd Year Identified for Improvement	2	0.2%	—	1,702	2.4%	—	1,742	1.2%	—
1st Year Identified for Corrective Action	6	0.7%	—	2,138	3.0%	—	4,706	3.3%	—
1st Year Identified for Restructuring	4	0.5%	—	655	0.9%	—	1,142	0.8%	—
2nd Year Identified for Restructuring	7	0.9%	—	1,194	1.7%	—	2,164	1.5%	—
3rd Year Identified for Restructuring	2	0.2%	—	454	0.6%	—	801	0.6%	—
4th Year Identified for Restructuring	1	0.1%	—	165	0.2%	—	184	0.1%	—
6th Year Identified for Restructuring	12	1.5%	—	635	0.9%	—	1,859	1.3%	—
7th Year Identified for Restructuring	17	2.1%	—	1,318	1.8%	—	2,381	1.7%	—
Total Identified for Improvement	151	18.3%	—	26,913	37.7%	—	57,913	41.2%	—
Evaluated using SSAP	345	41.9%		4,488	6.3%		10,098	7.2%	
Total Made AYP (Includes Holding Status)	318	38.6%	92.2%	4,083	5.7%	91.0%	8,984	6.4%	89.0%
Made AYP (Not in Improvement)	318	38.6%	92.2%	4,083	5.7%	91.0%	8,984	6.4%	89.0%
Holding at Improvement Year 1	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Holding at Improvement Year 2	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Holding at Corrective Action Year 1	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Holding at Restructuring Year 6	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Not Applicable	4	0.5%	1.2%	11	0.0%	0.2%	22	0.0%	0.2%
Did Not Make AYP	23	2.8%	6.7%	394	0.6%	8.8%	1,092	0.8%	10.8%
1st Year did not make AYP (Watch List)	5	0.6%	1.4%	89	0.1%	2.0%	197	0.1%	2.0%
1st Year Identified for Improvement	2	0.2%	0.6%	50	0.1%	1.1%	191	0.1%	1.9%
2nd Year Identified for Improvement	1	0.1%	0.3%	8	0.0%	0.2%	9	0.0%	0.1%
3rd Year Identified for Improvement	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
1st Year Identified for Corrective Action	2	0.2%	0.6%	25	0.0%	0.6%	63	0.0%	0.6%
1st Year Identified for Restructuring	1	0.1%	0.3%	28	0.0%	0.6%	59	0.0%	0.6%
2nd Year Identified for Restructuring	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
3rd Year Identified for Restructuring	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
4th Year Identified for Restructuring	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
6th Year Identified for Restructuring	4	0.5%	1.2%	69	0.1%	1.5%	195	0.1%	1.9%
7th Year Identified for Restructuring	8	1.0%	2.3%	125	0.2%	2.8%	378	0.3%	3.7%
Total Identified for Improvement	18	2.2%	5.2%	305	0.4%	6.8%	895	0.6%	8.9%

AIM

Achievement in Montana

Montana's State Student Information System

This system was designed to streamline reporting of student-related data from school districts to OPI, including enrollment, demographic data, and registration for statewide assessments.

The Importance of AIM Timely Data Entry

- Total counts of students by system, school, and grade pulled November 2008
- Barcodes labels generated from AIM in February 2009
- Program participation pulled from AIM in May 2009
- Snapshots of AIM data used to determined enrollment, attendance, graduates, dropouts, and participation

Important Dates

- February 2nd, 2010 - OPI sends Measured Progress file from AIM to generate CRT barcode labels. Any student that enrolled after 2/1/09 will not have a barcode label.
- March 9th, 2010 – Test Window Count Date. Students enrolled in the school on this date make up the set of students to participate in the CRT assessment.
- May 10th, 2010 – Testing (AYP) Snapshot of data from AIM. Snapshot of all students enrolled on 3/9/10 used for determining student groups for AYP calculation and state and federal reporting. Snapshot data will be used to populate MARS. Any changes made in AIM after May 9th, 2010 will not be reflected on MARS or in AYP calculations.